



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251484

DfES Number: 518302

INSPECTION DETAILS

Inspection Date 21/01/2004
Inspector Name Moira Oliver

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name First Stop Pre-School
Setting Address Trimley St Mary Primary School
High Road, Trimley St. Mary
Felixstowe
Suffolk
IP11 0ST

REGISTERED PROVIDER DETAILS

Name The Committee of First Stop Pre-School 292446

ORGANISATION DETAILS

Name First Stop Pre-School
Address Trimley St. Mary Primary School, High Road
Trimley St. Mary
Felixstowe
Suffolk
IP11 0ST

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

First Stop Pre-School occupies a timber building in the grounds of Trimley St. Mary Primary School. It first opened in 1986 and children are drawn from the local community, most go on to attend the primary school after their time in the pre-school.

There are currently 61 children from 2 years 11 months to 5 years on roll. This includes 36 funded three-year-olds and 18 funded four-year-olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs.

The pre-school opens five days a week during term time and sessions run from 09:00 until 11:30 and from 12:50 until 15:20.

Six part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

First Stop Pre-school provides good quality care for children. The staff work directly with the children in an inviting, stimulating, child centred environment. A rich provision of toys and equipment give children opportunities to develop their emotional, physical, social and intellectual capabilities. High adult to child ratios ensure that children have opportunities to play alone, in small and large groups and have individual attention when needed. Excellent use is made of the available space and there are well defined, designated areas for play that children can access freely, giving them choices and encouraging their independence skills. Documentation is thorough, clear and up-to-date, enabling staff to provide appropriate care and learning.

Staff have a high awareness of safety and involve the children, developing their

awareness of potential hazards. Procedures for health and hygiene are effective and children's dietary needs are met. The children are provided with a wide variety of snacks which link to the topic, encouraging them to try different foods and experience a range of tastes. Staff work closely with parents and other professionals to provide high quality care for all children including those with special needs. Staff have a sound knowledge of child protection issues and follow procedures to ensure the safety of children.

Staff build trusting relationships with the children and are involved in their play, they extend the children's language and encourage them to think for themselves. Staff provide a wide range of interesting and exciting activities that enable children to develop a positive understanding of their own and other cultures and beliefs.

Excellent relationships are built with the parents, information is shared daily and parents are valued as the main educators of their children. The parents find the staff to be friendly and approachable, enabling them to work in partnership.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff observe and support the children in their play, they are involved and interested in the children, they talk and listen to them building good, trusting relationships. A high child : adult ratio provides opportunities for individual attention.
- Excellent use is made of the premises with designated areas for a range of play experiences. There are areas where the children can be quiet or physical, and creative play is well catered for, providing the children with an environment which they can explore confidently.
- The staff know the families and children well, they work in partnership to cater for the individual needs of all children including those with special needs. Children's observations and assessments are used to plan an appropriate programme.
- Children can access a wide variety of stimulating toys and equipment and exciting activities are provided to help develop the children's social, emotional, intellectual, physical and creative capabilities. Children are confidently making choices and developing independence.
- The staff welcome the parents and value their contributions, they share information daily and keep the parents informed about the provision, and their child. Parents are very happy with the standard of care and education their children receive and find the staff both friendly and approachable.

What needs to be improved?

- the complaints procedure to include the address and telephone number of Ofsted
- the behaviour policy to include a statement on bullying

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
11	consider how to reword the policy to include bullying
12	consider how to word the complaints procedure to include the address and telephone number of Ofsted

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at First Stop Pre-school is of high quality. Children are making very good progress toward the early learning goals.

Teaching is very good. Staff have a sound knowledge of the early learning goals and how children learn. They plan the programme, aware of the learning objectives and make excellent use of the activities they provide to extend and reinforce learning through play. Staff build trusting relationships with the children and provide good role models for them, motivating them to join activities by being involved in the play themselves. Staff provide a wide, varied range of stimulating and interesting activities, which the children access independently. Staff work directly with the children supporting and encouraging them to think and demonstrate what they know and understand. Children's developmental records are linked to the stepping stones and include supporting comments as well as planning for the next step. Observations and assessments are used effectively to plan.

Leadership and management is very good. Managers are committed to providing an environment where children can develop their social skills and build confidence, enhance their development and education in a parent-involved community based setting. Managers encourage and support staff training and all staff contribute fully and are valued as team members.

Partnership with parents is very good. Parents are given opportunities to become involved in their child's learning at pre-school, they are encouraged to help during sessions and information on the early learning goals is displayed. Some parents know about, and contribute to, their child's records.

What is being done well?

- Children are able to access exciting and enjoyable activities that enable them to begin to develop a positive understanding of their own and other cultures and beliefs e.g. Chinese New year celebrations and Christmas activities.
- Staff build trusting relationships with the children and provide a good role model and a wide range of activities for the children throughout the session. Children are able to practice skills and develop friendships with each other.
- Children are becoming confident communicators, they initiate conversations with others. Imaginative play offers valuable opportunities for children to communicate together.
- Opportunities for children to develop their creative skills are excellent. Children use their imagination both in role-play and art and craft activities. They explore a range of media and take part in group activities such as the making and wearing of the dragon.

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts.
- The leaders and staff know their roles and responsibilities and work directly with the children. They promote a safe and secure environment where children can play with a range of resources.

What needs to be improved?

- a more proactive approach to encourage parents to contribute to their child's developmental records, ensuring parents are involved in the planning of the next step for their child to progress in their learning

What has improved since the last inspection?

An effective record keeping system for each child has been put in place where children's attainment is recorded in all six areas of learning. Assessments are meaningful and used for future planning with the aid of regular staff meetings to monitor all children.

Detailed information about the aims and objectives of the activities has been added to the short term plans ensuring all staff are aware. Plans include more opportunities for children to problem solve and to use number, ensuring that their mathematical development is fostered very well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff settle children well and develop their confidence effectively, resulting in children being willing to try new experiences. Children respond positively to the staff who provide a good role model for them to emulate. Children behave well and know their boundaries, staff use explanations to encourage the children's awareness of the consequences of their actions. Children are interested in the activities presented, they play confidently in large and small groups building relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are successfully fostered; staff encourage children to chat about their experiences and ask questions which help them put their thoughts into words. Children are attempting to write for a variety of purposes; recording food orders in role-play and writing their names on their work. Children are aware of how books 'work', they turn one page at a time and are aware that print is read. They enjoy and participate in stories both alone and in groups.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical understanding is promoted well. Staff provide a range of planned and unplanned activities using equipment such as measuring jugs, clocks and ice to record and measure, and oranges and sugar cubes for counting and calculating. Children confidently use numbers up to ten and some more able children can recognise numerals on the Chinese Take Away menu. Children enjoy making patterns and problem solving with a range of materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good investigation and observational skills using their senses, they participate in play with icing sugar, sugar cubes, rice and ice as well as having access to living things. Children are becoming confident and skilled at using simple computer programmes that support their learning in hand to eye co-ordination and letter recognition. Children are learning about their own and other cultures and beliefs through exciting activities around topic work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff plan for children's physical play in order to provide variety and to develop specific skills such as; climbing, crawling through, moving around, catching, throwing etc. Children also have opportunities to move freely making their own choices. Children are encouraged to recognise and be aware of the changes that cold weather has to their bodies and how exercise can warm them up. Children use tools such as scissors, brushes, chopsticks and rollers etc. with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creativity is well fostered, children have many opportunities to use their imaginations both in role-play and art and craft activities. Role-play areas are extended and supported by staff, children are absorbed in their play. Children access painting and experiment with different paint and print techniques. Children take part in large group creations, making a collage dragon and dressing-up in it. Children enjoy movement to music as they move round as a dragon with children playing instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- a more proactive approach to encourage parents to contribute to their child's developmental records and be involved in the planning of the next step

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.